



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The words arranged in a progressive manner according to their difficulty have been chosen from the actual vocabulary of the child, and the stories will be found intensely interesting to the little ones.

The „suggestions to teachers“ which accompany the book contain much that will benefit the practical teacher. The many exercises indicated in its pages are the result of actual experience in the class room.

We are confident that the many new and fascinating features of the primer will gain for it a large circle of admirers.

H. D. H.

Commercial German. A complete course for use in Commercial Schools and in the Commercial Courses of High Schools. By *Arnold Kutner*, High School of Commerce, New York. New York, Cincinnati, Chicago, American Book Co.

A growing importance is attached to commercial education, undoubtedly due in part to the Spanish-American War; high schools are establishing commercial courses, universities are founding Schools of Commerce (possibly only re-grouping subjects long since taught), the National Government has heard the commercial cry and has wisely added to the Cabinet a portfolio of Commerce and Labor, and not to be outdone, Professor Kutner has caught the spirit of the age and has produced a book called „Commercial German“.

The author's plan is to introduce the student to the foreign language by means of its commercial vocabulary, presupposing no knowledge of German beyond an acquaintance with its language-signs and speech-sounds. This is, I fear, something that cannot be easily accomplished. Unless the teacher is very alert, the result might be a swarm of „counter-jumpers“ who could, with little self-confidence, talk nothing but wool, reciprocity, and pork. The author wisely attempts to combine the practical features with thoroughness of grammatical discipline. In Part I are to be found the elements of „commercial German“, covering about eighty pages, and „grammar tables“, covering something over thirty pages, while Part II consists of reading-selections that deal with German business customs and institutions, commercial correspondence, documents, advertisements, etc., and of an ample vocabulary. The advertisements, printed in the German style, will have a curious interest for students. The commercial correspondence partakes very much of the character of „ready-reckoners“ and „let-

ter-writers“. The clerk, when about to place an order for goods or to acknowledge the receipt of a check, can turn to the proper page and pick out his ready-made form. On the whole, however, there is much in the book to commend it. The author's purpose is praiseworthy, and the material he has compiled is instructive and interesting. I doubt, however, the feasibility of the plan. The weak point, in my opinion, lies in the attempt to start with commercial German. If students could have one or two years of general training in the language before taking up work of this kind, the result would be far more satisfactory.

How to Study Literature. A guide to the intensive study of literary masterpieces. By *Benjamin A. Heydrick*, A. B. (Harv.), Professor of English Literature, State Normal School, Millersville, Pa. Hinds & Noble, New York.

The fundamental principle of the author is sound, namely, that the aim of literary study is the appreciation and enjoyment of a literary masterpiece, and he states that the purpose of his manual is to facilitate the systematic, careful and appreciative study of literature as literature. The essence of the method is that it endeavors to concentrate the attention upon the text itself, not upon editorial explanation or comment, and that it furnishes means by which the student may ascertain for himself the chief characteristics of any piece of literature. Outlines are presented for the study of six literary types: in poetry, the epic, the lyric, and the drama; in prose, fiction, the essay, and the oration. Lists of critical terms are given which will aid the student to say exactly what he feels and means. Of course these outlines are only suggestive, but they furnish the student something definite and tangible to work upon. Any live teacher can modify or enlarge them to suit his own individual taste or the scope of his work.

Part II consists of six specimen studies which illustrate the principles and methods set forth in Part I. There is a brief appendix on figures of speech, and a longer one on versification. The treatment of these two subjects, figures of speech and versification, appears rather elementary, and is undoubtedly intended to be merely suggestive. It should be supplemented by consulting larger works on the subjects.

The book can easily be adapted for use in the study of literature in any language; it will certainly be found to be a valuable little aid.